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ABSTRACT

This is a participant's workbook for a workshop on coping with conflicts and targeted to married couples, especially those in young marriages, and to employees of businesses or corporations. The session titles are: (1) Mismatching Scripts; (2) Changing Scripts; (3) PIESS (Physical, Intellectual, Emotional, Social, Spiritual) Needs; (4) Getting Needs Met; (5) Communication Roadblocks; (6) Opening the Road; (7) Negotiating Skills; and (8) Putting It All Together. The session outlines contain objectives, activities, and homework assignments. Topics covered include identifying conflicts in relationships; understanding and changing the scripts of relationships; identifying physical, intellectual, emotional, social, and spiritual needs; getting one's unmet needs met; identifying communication roadblocks and methods of unblocking them; new ways of communicating, including active listening, gentle confrontation, and "fogging"; and identifying steps necessary in negotiation. The final section includes a conflict skills quiz and a list of recommended reading. (ABL)

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COPING WITH CONFLICTS

PARTICIPANT'S WORKBOOK

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OUTLINE: COPING WITH CONFLICTS

Session I: Mismatching Scripts

Session II: Changing Scripts

Session III: PIESS Needs

Session IV: Getting Needs Met

Session V: Communication Roadblocks

Session VI: Opening the Road

Session VII: Negotiating Skills

Session VIII: Putting it all Together

Session I

Mismatching Scripts

Coping With Conflicts
Participant's Workbook
Session I - Mismatching Scripts - 1

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Session I: Mismatching Scripts

Objectives:

1. Participants will identify three causes of conflicts in relationships.
2. Participants will describe feelings involved in mismatching scripts.
3. Participants will identify circumstances (who, what, when) surrounding these feelings.
4. Participants will set an expectation goal.

Activities:

1. Warm-up activity.
2. View videotape "Managing Conflicts--A Self-Improvement Class" (21 Minutes).
3. Identify three possible reasons for conflicts.
4. Read "A Sick Story."
5. Go over "Scripts Identification."
6. Mismatched Scripts Activity
7. Homework assignment

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Three Possible Reasons for Conflict

Conflict can be defined as a situation where one of the following is happening:

1. Mismatching scripts - The expectations of two people differ.

   Example: Don expects his wife Susan to do all the grocery shopping; Susan believes she and Don should shop together.

2. Unmet or conflicting human needs - Two persons have differing needs or cannot or will not meet the other's need.

   Example: Bill is ready to leave the office, but Tim (the carpool driver) has 30 minutes of work to finish.

3. Communication roadblocks - Two persons talk in such a way that neither feels understood.

   Example: Bob: "The contract you wanted is ready, Mr. Burns."
   Burns: "It's about time! You're as slow as a turtle, Johnson."

(These will be described in the first six sessions.)

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Scripts Identification Sheet

In "A Sick Story," see how many elements you can identify.

A script is:

- a set of rules about the relationship
- learned in family of origin (usually)
- often not communicated with others
- one source of conflict in a relationship

HIS script for illness was:	HER script for illness was:
1	1
2	2
3	3

HOMEWORK ASSIGNMENT:

Identify one of your scripts. Think about how this script may have caused a misunderstanding in a relationship with someone else. Can you change this script?

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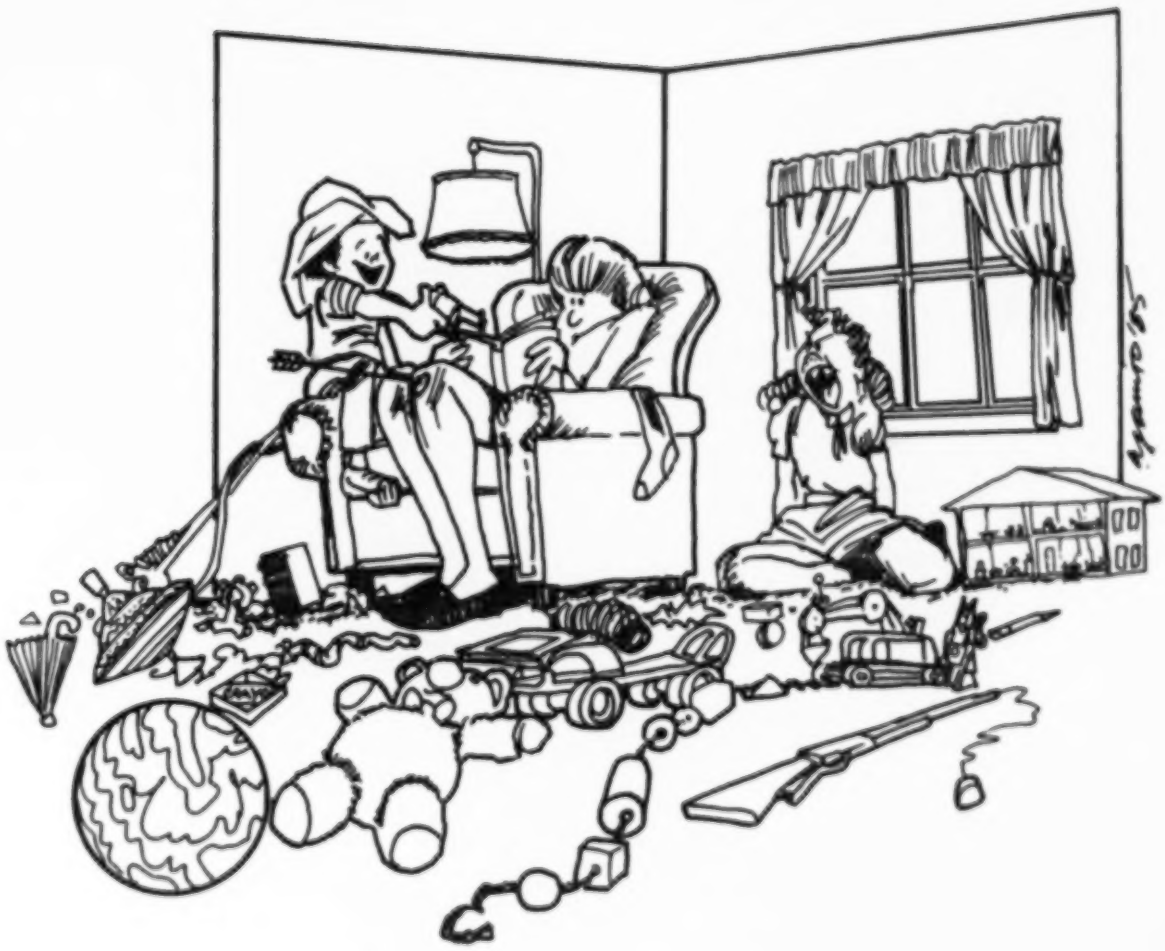
NOTES:

Session II



Changing Scripts

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Session II: Changing Scripts

Objectives:

1. Participants will recall the definition of a script and give an example.
2. Participants will identify five ways to change scripts.
3. Participants will identify how to apply the scripts changing skills to script rewriting.

Activities:

1. Defining a script
2. How to change mismatched scripts transparency
3. Example of scripts changing skills
4. Applying scripts changing skills
5. Homework

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Changing Scripts

A. Defining a script

Last week we defined a script. In your own words, define a script.

B. Scripts Changing

The following are skills you may use to change scripts conflicts with another person.

1. Identify the mismatching scripts.
2. List alternatives (wish list).
3. Prioritize alternatives.
4. Try one alternative.
5. Evaluate its effectiveness.

Changing Scripts Examples:

Example 1:

Your mother feels you are thin and fragile and insists that when you visit her you need to eat cinnamon rolls and pie or cake or sweets. You, on the other hand, still have five more pounds to lose to reach "ideal weight." You love mom dearly, but have felt guilty every visit because you feel you have to break your diet to please mom.

Scripts Negotiation Worksheet, Example #1

1. Problem
2. Identify Alternatives:
3. Prioritize Alternatives
   a.
   b.
   c.
4. One indicator of successful script change:

   One indicator of more changes needed:

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Example 2:

Your sister, Madge, babysits for your kids sometimes. Madge has a different philosophy of childrearing than you do. She expects your children to play and have fun and doesn't ask them to pick up their toys after they're finished playing. You have been trying to teach responsibility and have given each of your children certain tasks, including picking up their toys.

Complete the negotiation skills sheet in the participant's manual for this example.

Scripts Negotiation Worksheet, Example #2

1. Problem

2. Identify Alternatives:

3. Prioritize Alternatives

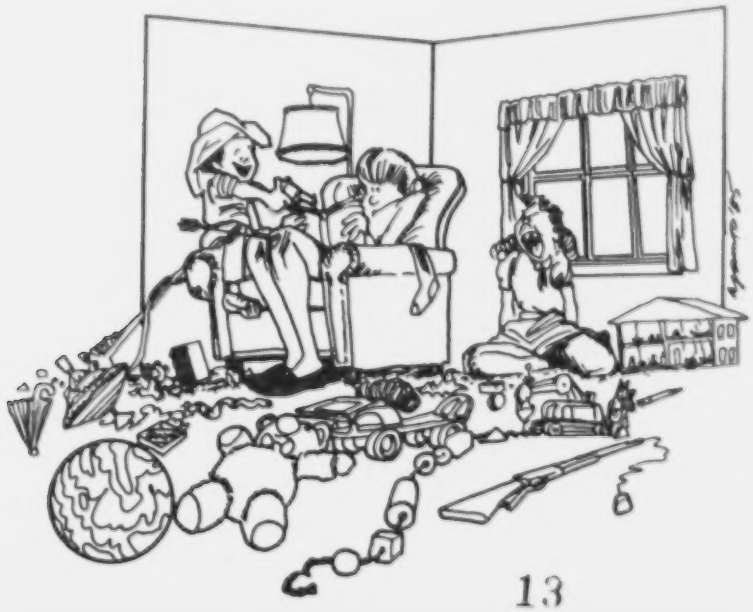
   a.

   b.

   c.

4. One indicator of successful script change:

   One indicator of more changes needed:



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Example 3:

Marilyn is a consultant and responds affirmatively to all the requests she receives for in-service training in the field. This means that Marilyn is on the road a great deal and has lots of training sessions with small groups. Mr. M., Marilyn's boss, doesn't seem to appreciate Marilyn's efforts or the hard work she is doing. He frequently asks Marilyn "When are you going to be in the office? I expect that annual report from you as well as that program package from you within two weeks!"

Scripts Negotiation Worksheet, Example #3

1. Problem

2. Identify Alternatives:

3. Prioritize Alternatives

   a.

   b.

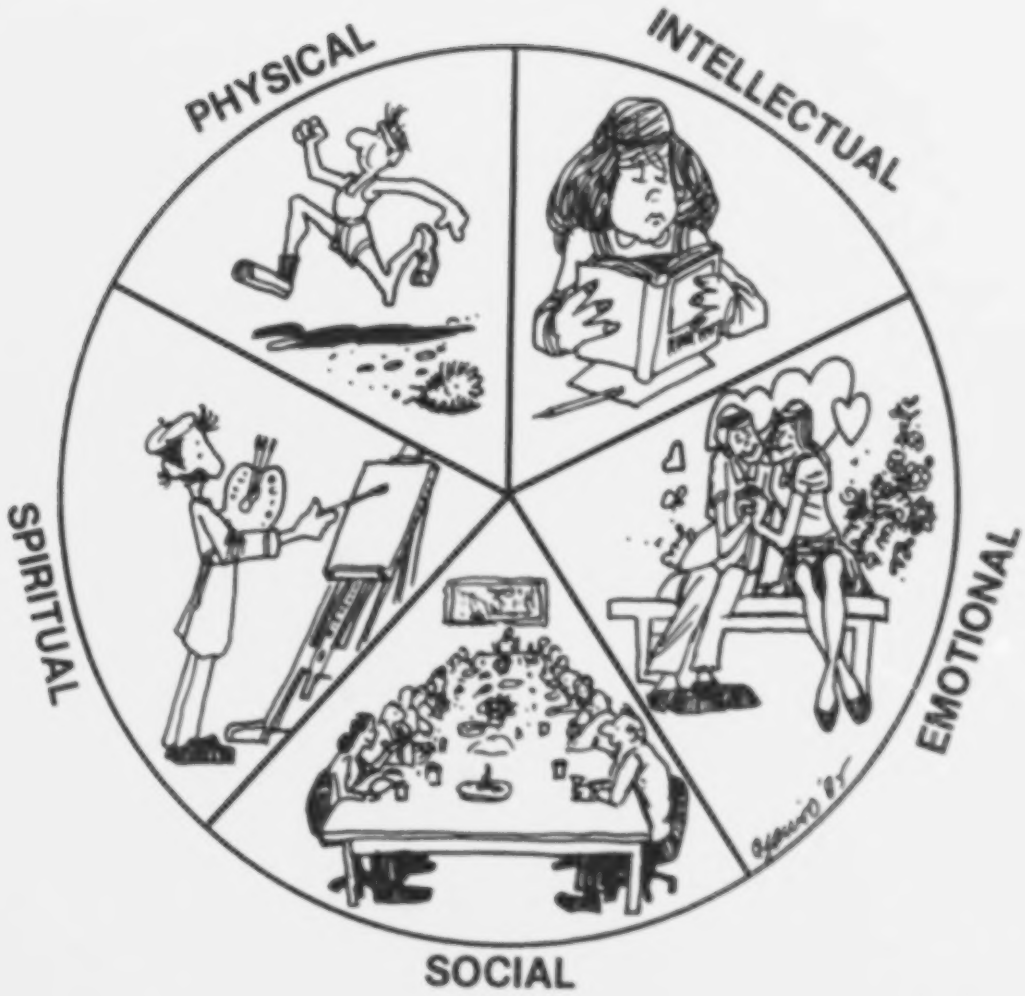
   c.

4. One indicator of successful script change:

   One indicator of more changes needed

HOMEWORK ASSIGNMENT: In a relationship you have with another person, use these script changing skills for a conflict you are having with another person.

Session III



P.I.E.S.S.

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Session III - BASIC HUMAN NEEDS

Objectives:

1. Participants will identify PIESS* needs.

   *Appreciation is expressed to D. Kim Openshaw, Ph.D., Family and Human Development Dept., Utah State University, for sharing the PIESS concept with me.

2. Participants will identify ideal PIESS needs.

3. Participants will identify real PIESS needs.

4. Participants will identify how to fulfill unmet needs.

5. Participants will specify how unmet needs affect their relationships.

Activities:

1. Pie charts

2. Examples

3. Consequences of unmet needs

4. Homework

Reading:

Howe, L. W. (1977). Taking Charge of Your Life. Niles, IL: Argus Communications. Exercise 2 (pp. 28-31) discusses PIESS needs, using a slightly different name for them. Amazingly, Mr. Howe arrived at the five dimensions independently from Dr. Openshaw and I.

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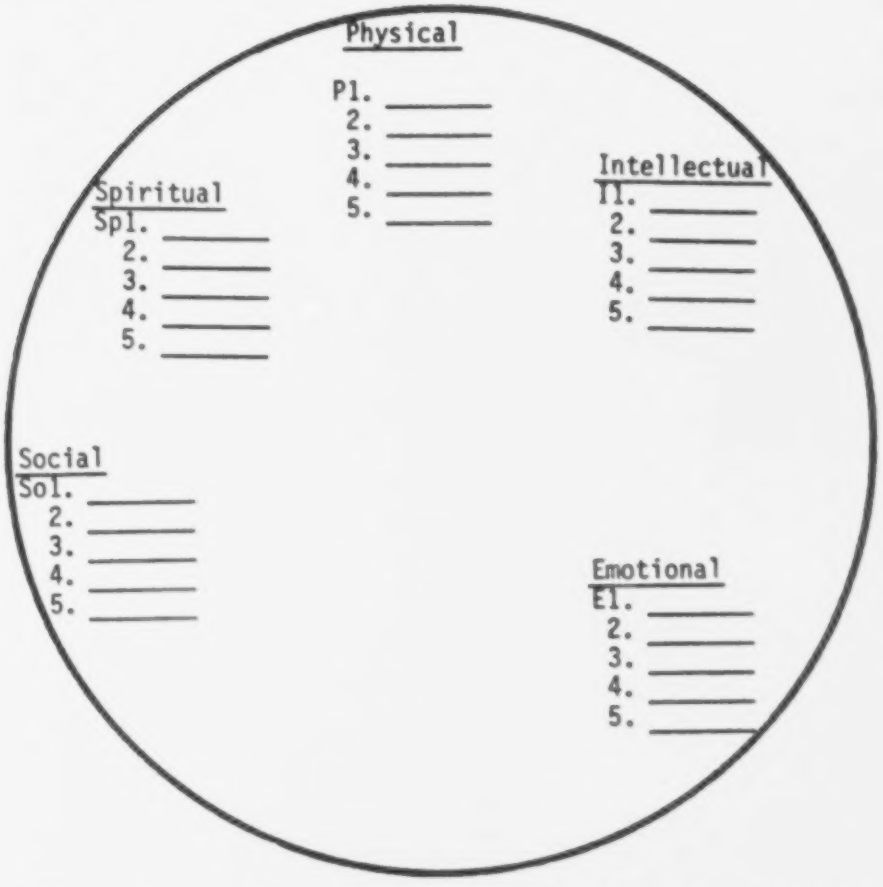
IDEAL PIESS

A. Use the Ideal Pie Worksheet. Divide your pie into divisions as you think your needs should be divided, or ideally, how you would like your needs to be divided.



B. Identify the names of people with whom you have relationships where those needs could be met.

Physical	Intellectual	Emotional	Social	Spiritual
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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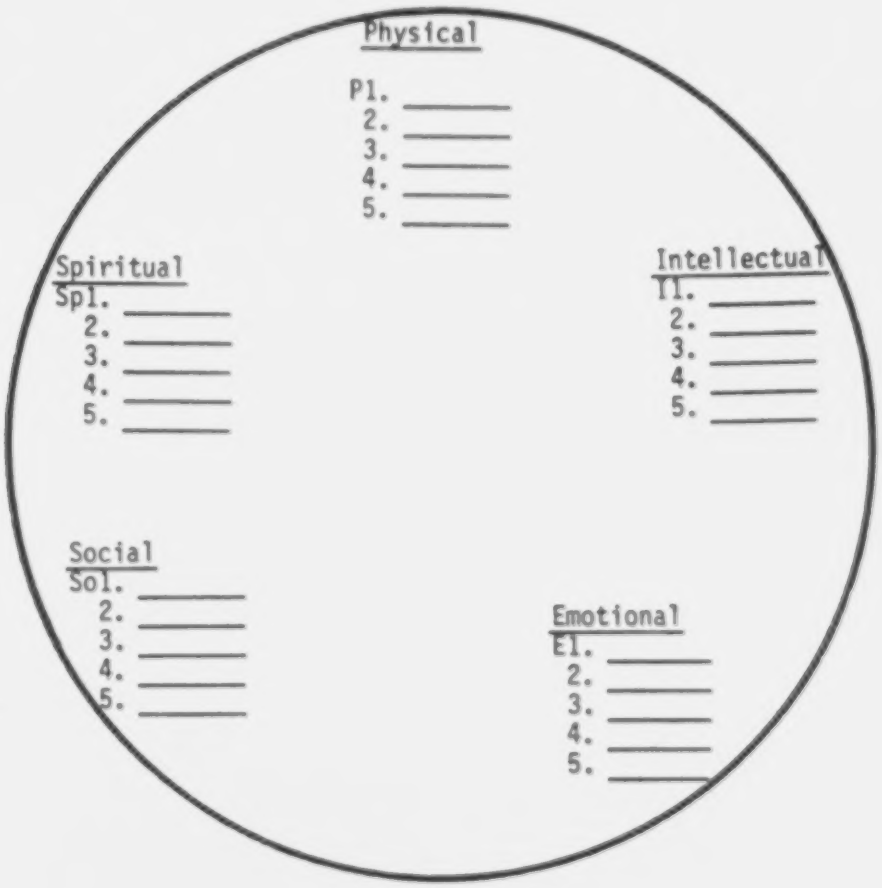
ACTUAL PIESS NEEDS

C. Use the pie below. Divide your pie into the five categories based on how your needs are actually balanced. Put a star beside needs which are unmet and are important to you.



1. Identify the names of people who can help you get your unmet needs met.

Physical	Intellectual	Emotional	Social	Spiritual
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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UNMET NEEDS WORKSHEET

Example #1
1. A mother of young children who doesn't have time for adult friends.

	Possible Fulfillments
P - Physical	
1.	1.
2.	2.
3.	
I - Intellectual	3.
1.	4.
2.	
3.	
E - Emotional	
1.	
2.	
3.	
S - Social	
1.	
2.	
3.	
S - Spiritual	
1.	
2.	
3.	

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UNMET NEEDS WORKSHEET

Example #2.
A business man who can't find time to exercise or to be with his wife.
His high security job keeps him from discussing work with his wife.

	Possible Fulfillments
P - Physical	1.
1.	2.
2.	3.
3.	4.
I - Intellectual	
1.	
2.	
3.	
E - Emotional	
1.	
2.	
3.	
S - Social	
1.	
2.	
3.	
S - Spiritual	
1.	
2.	
3.	

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UNMET NEEDS WORKSHEET

Example #3.
A farmer who works so hard he rarely sees his family but who's with them all winter.

	Possible Fulfillments
P - Physical	1.
1.	2.
2.	3.
3.	4.
I - Intellectual	
1.	
2.	
3.	
E - Emotional	
1.	
2.	
3.	
S - Social	
1.	
2.	
3.	
S - Spiritual	
1.	
2.	
3.	

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UNMET NEEDS WORKSHEET

Example #4.
A teenage girl who has never had a date or very many friends. She is overweight and eats when she's under pressure.

P - Physical	Possible Fulfillments
1.	1.
2.	2.
3.	
I - Intellectual	3.
1.	4.
2.	
3.	
E - Emotional	
1.	
2.	
3.	
S - Social	
1.	
2.	
3.	
S - Spiritual	
1.	
2.	
3.	

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3. Consequences of Unmet Needs

For each of the four examples given, ask participants possible ways the relationships could be affected by unmet needs.

a. Relationship between mother and young children.

b. Relationship between businessman and his wife.

c. Relationship between farmer and his family.

d. Teenage girl and parents, friends, possible boyfriend.

4. Homework

Think about the consequences of some of your own unmet needs on relationships with others. You may use the worksheet on the next page for analyzing some of your own unmet needs if you wish.

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CONSEQUENCES OF UNMET NEEDS FOR YOUR RELATIONSHIPS

Homework Work Sheet

Unmet Need	Possible Consequences
1.	1.
2.	2.
3.	3.

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NOTES:

Session IV

Getting Needs Met

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GETTING NEEDS MET

Objectives:

1. Participants will identify two ways of getting needs met.
2. Participants will practice role playing each of ways.

Activities:

1. Introductory statement
2. Description of two strategies: I messages, exchanges
3. Role plays

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TWO WAYS TO GET YOUR UNMET NEEDS MET:

1. Introductory Statement

Having unmet needs in either a work or a personal relationship can make for a very uncomfortable situation. If these needs continue to be unmet, they may lead to depression, anxiety, or frustration, (or all three)! The techniques used in Session 4 are designed to be a way to resolve or cope with an unmet need in a positive way, rather than to add to the conflict. The following joke makes this point very clear.

Joke:

Cheryl took a visit through Hell. What she saw were groups of people sitting around a campfire over which hung a pot of luscious looking stew, bubbling away. The only implement the people in Hell had was a spoon with a foot-long handle. Because it was extremely difficult to feed themselves with such a long-handled spoon, the people in Hell had sunken faces, frail, thin bodies, and were slowly starving to death. Cheryl knew why this was Hell!

Cheryl then visited Heaven. All around her were well-fed, robust people. She thought, "They must eat well in Heaven, at least." Then, to her surprise. she saw a campfire over which hung a luscious pot of stew. And the Heaven dwellers also had spoons with foot-long handles. Cheryl thought, "How can these people look so well fed and content with these long-handled spoons?" Then she watched the people in Heaven eat lunch. Instead of trying to feed themselves with their spoons, they were feeding each other!

Moral to the story: If we have an unmet need, it may be necessary to reach out to others and ask for assistance before our needs can be met.

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2. Description of two strategies: "I" Messages, Exchanges

"I" Messages

"I" messages are a communication technique developed by Dr. Thomas Gordon in his book Parent Effectiveness Training (P.E.T.). (New York: Peter H. Wyden, Inc., 1970).

An "I" message consists of 3 parts:

1) "I" + feel _____ + because of _____.

Part 1 is to use the word "I".

Part 2 is to identify a feeling. A feeling is what goes on inside you, an EMOTION, NOT A THOUGHT. Feelings include: shame, fear, anger, joy, confusion, delight, etc.

Part 3 is your reason for feeling this way.

While the "I message" sounds quite simple, it usually takes a little practice to express feelings using "I messages."

Example: "I was worried sick when you were 30 minutes late!"

Example: "I was disappointed with the quality of this report."

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Ex. 1: Bill and Marge

Bill has been working all day and he comes home looking forward to a quiet evening reading the paper and watching television. Marge, his wife, has spent all day babysitting five of the neighbors' children. Marge has a friend who has agreed to babysit with Marge's two daughters tonight. Marge wants to have dinner out with Bill and see a movie.

Bill's Unmet Needs:	Marge's Unmet Needs:
1.	1.
2.	2.
3.	3.

"I" Messages Examples: Write an "I" message for Bill to say to Marge:

"I" message for Marge to say to Bill:

Ex. 2: Mom and Tony

Tony, 9, comes home from school very excited. He tells Mom all about a class project where he has been asked to give a report on the marmot tomorrow. Mom doesn't know what a "marmot" is, knows they don't have an encyclopedia, and has to pick up Amy from ballet lessons in 10 minutes. Tony says, "I'm excited about marmots. I have to go to Billy's house to use his encyclopedia."

Tony's Unmet Needs:	Mom's Unmet Needs:
1.	1.
2.	2.
3.	3.

"I" message for Mom to say to Tony:

"I" message for Tony to say to Mom:

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ROLE PLAYS OF "I" MESSAGES

Divide participants into groups of three. Give each group slips of paper upon which the role plays have been typed. In the group, one person will read the role play out loud. One member will represent the "I" message sender -- the person who sends the "I" message. One person will represent the second person in the situation and will also send an "I" message. The third group member will be an observer. The observer will listen carefully to the "I" messages sent and write down the feeling words used for each "I" message. All roles should be acted out and participants should rotate so that every group member has an opportunity to send "I" messages and to be an observer.

ROLE PLAY SITUATIONS

1. Kay is the president of a women's club and is responsible for a luncheon the club is sponsoring. She has made all of the catering arrangements for the luncheon. The luncheon is well attended, but the caterer forgot to bring the salads. What does Kay tell the caterer?

2. Charlie carpools with Fred and Henry every day to work. When it's Henry's turn to drive he is always five to ten minutes late picking Charlie up and Charlie has been late to work because of Henry. It's Thursday evening and Charlie has a business meeting at 8:00 a.m. Friday morning, so he must be on time tomorrow. What do the two men say before Charlie gets out of Henry's car?

3. Bob and Martha usually alternate doing the evening dishes while the other partner reads bedtime stories to their two daughters and gets the girls to bed. This particular evening Martha has a chance to visit Jenny, her former neighbor, who will only be in town for one night. What do Bob and Martha say?

4. Chris, 14, and Tom, 16, have been left at home alone for the first time for a week while their parents are out of town. Neither boy knows how to run the washer and they want to wash clothes before Mom and Dad get back. Tom has a date in two hours and Chris wants to watch football at a friend's house. How do the boys resolve this conflict?

5. Carol and Patty are good friends and usually care for each other's children. The last time Patty was taking care of Carol's children, Patty's son hit Carol's son, giving him a black eye. What does Carol say to Patty? to her son? to Patty's son?

6. The Franklins have always tried to involve their children in family decisions. The family is trying to plan a family trip over spring break. Vicky, 12, wants to ski, while Tommy, 10, wants to drive to a hot springs. Both ideas are things the family can do and has done in the past. How might this conflict be resolved?

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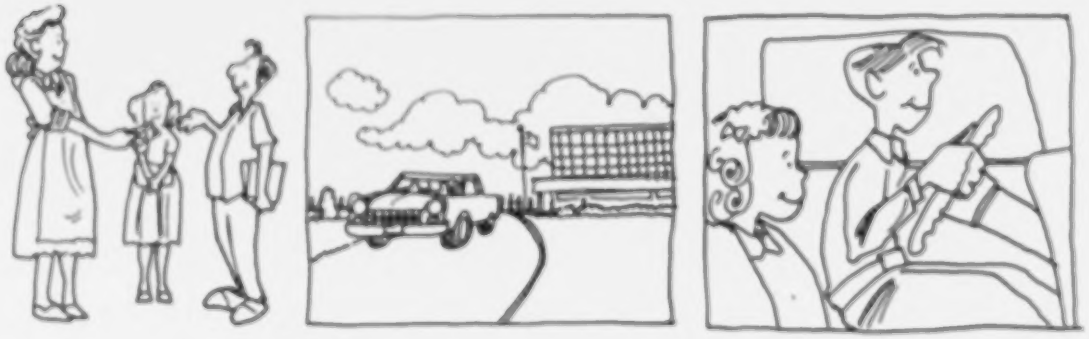
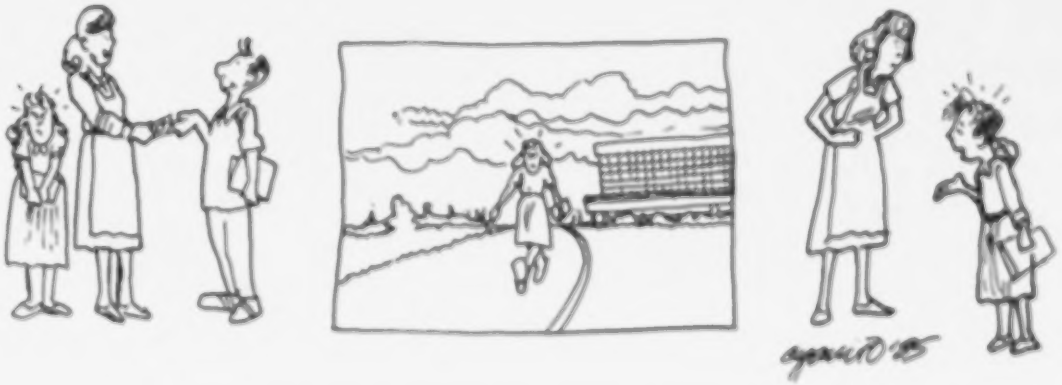
7. Sam, 17, picks up his sister Sarah, 14, from school every day. Mom gives Sam gas money for helping her out. One day Sarah comes home and tells Mom that Sam hasn't taken her home from school for the past two weeks even though Mom has paid Sam for gas.



TWO WEEKS LATER...



8. Anne works as a secretary, even though she has a college degree in English. She likes her job but feels there is little room for advancement or growth. There is also no chance of a move to a different city since Anne's husband has his own business. Anne's boss has told her he would let her take a business class during office hours, if she wishes.

9. Bob works as a lawyer in a private law office. He is new and just starting to build his clientele. He finds that when someone calls him or drops by the office, he spends over an hour with each person. He could be doing other things, but he just would rather talk to others. His friend, Tom, keeps pressing Bob to join his law office.

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"I" Message Role Plays, Observer Sheets

1. Feeling

2. Feeling

3. Feeling

4. Feeling

5. Feeling

6. Feeling

7. Feeling

8. Feeling

9. Feeling

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EXCHANGES

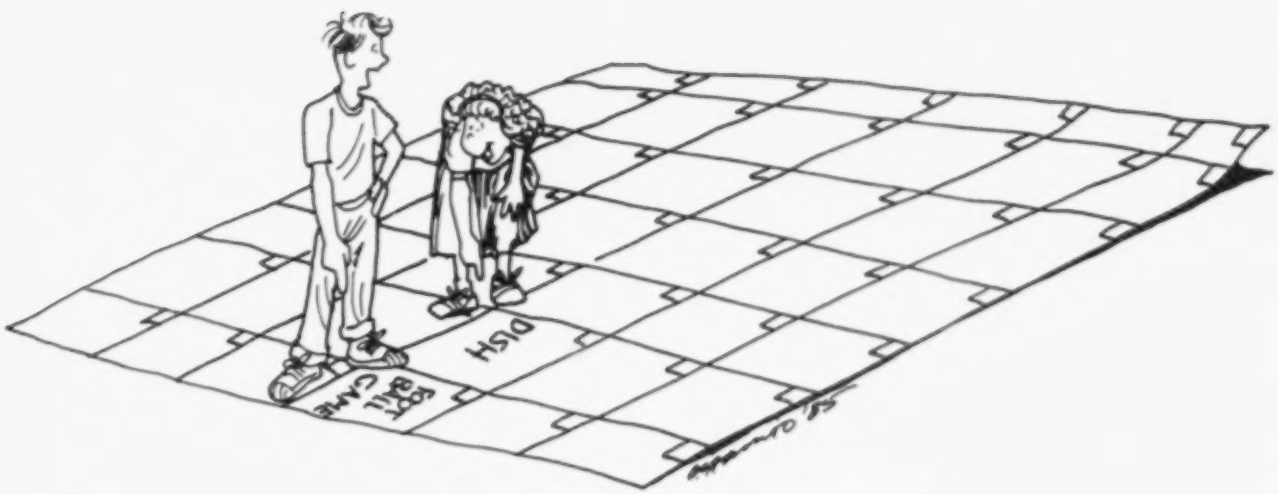
Exchanges are a way of resolving a conflict when one person agrees to perform a service for a second person in exchange for a favor or service from the second person.

Example. Linda may want to trade washing dishes on Friday with Billy. In exchange for doing the dishes, Billy wants Linda to drive him to the football game at school on Saturday. This exchange will be EQUITABLE if both parties agree to it and if they both feel the conditions of the exchange are fair.

Exchanges may be a way to resolve conflicts between friends, brothers and sisters, neighbors, etc., but they may not work very well in more intimate relationships like in a marriage or between parents and children. Why not?

Role plays of exchanges. Now we will do role plays.

QUESTIONS OR COMMENTS



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Exchanges Role Plays

1. Exchange

2. Exchange

3. Exchange

4. Exchange

5. Exchange

6. Exchange

7. Exchange

8. Exchange

9. Exchange

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NOTES:

Session V

Communication Roadblocks

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COMMUNICATION ROADBLOCKS

Objectives:

1. Participants will be able to identify five communication roadblocks.
2. Participants will describe possible negative message accompanying roadblocks.

Activities:

1. Communication roadblocks.
2. Communication Roadblocks Worksheet
3. Filmstrip "Joshua in a Box." (5 mins.)

   Film "Who's on First" (8 mins.)
4. Discuss filmstrip or film.

Coping With Conflicts
Participant's Workbook
Session V - Communication Roadblocks - 30

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Thomas Gordon, author of P.E.T.*, identifies 12 roadblocks to communication. While not all of these may seem like Roadblocks to Communication, some of these ways of responding contain hidden negative messages. The listener may feel that "You didn't really hear what I said," "You don't really care," or "You're smarter than me and can always do the right thing anyway." The timing may also be a factor. If you listen first, you may use these techniques after you fully understand the issue.

1. Ordering, Directing, Commanding

2. Warning, Admonishing, Threatening

3. Exhorting, Moralizing, Preaching

4. Advising, Giving Solutions or Suggestions

5. Lecturing, Teaching, Logical Arguments

6. Judging, Criticizing, Blaming, Disagreeing

7. Praising, Agreeing

8. Name-calling, Ridiculing, Shaming

9. Interpreting, Analyzing, Diagnosing

10. Reassuring, Sympathizing, Supporting

11. Probing, Questioning, Interrogating

12. Withdrawing, Distracting, Humoring, Diverting

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Communication Roadblocks Worksheet

Which roadblocks are these? Write the number of the roadblock you think each of these statements represents.

_____ 1. I agree with you.

_____ 2. Go make friends with someone else.

_____ 3. If you do that, you'll be sorry!

_____ 4. That's an immature point of view.

_____ 5. Stop complaining!

_____ 6. You don't really believe that.

_____ 7. We've been through all this before.

_____ 8. Who put that idea into your head?

_____ 9. You're a spoiled brat.

_____ 10. I think you're right.

_____ 11. Come on--let's talk about something more pleasant.

_____ 12. You ought to do it this way.

_____ 13. OK, little baby!

_____ 14. Don't talk to your mother like that!

_____ 15. Don't worry, it'll all work out.

_____ 16. Just wait a couple of years before deciding.

_____ 17. When did you start feeling that way?

_____ 18. You're doing that to bug me.

_____ 19. You're not thinking clearly.

_____ 20. If you do this now, you'll grow up to be a responsible adult.

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_____ 21. One more comment like that, and you'll leave the room!

_____ 22. Let's look at the facts here.

_____ 23. You'll feel different tomorrow.

_____ 24. You shouldn't act like that.

From Thomas Gordon, Parent Effectiveness Training. New York: Peter H. Wyden, Inc., 1970, pp. 41 - 43.

Session VI

Opening the Road

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Opening the Road

Objectives:

1. Participants will identify three ways of unblocking communication roadblocks.
2. Participants will practice three new ways of communicating.

Activities:

1. Participants will take part in active listening, gentle confrontation, and fogging exercises.
2. Videotape "Managing Conflicts -- a Self-improvement Class" has a role play of fogging exercise.

   or

   film "Power of Listening" (26 mins.) demonstrates active listening skills.
3. Homework

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Opening the Road.

Three Techniques:

1) Active Listening.
Active listening involves really listening to another person and identifying the way that person is feeling.

Really listening to someone else involves:

a) being in the same room with them
b) looking at them
c) facing them
d) nodding approval
e) showing you care nonverbally (smiling, touching them, looking concerned)
f) paraphrasing what the other person has said.

EXAMPLES OF ACTIVE LISTENING

How would you complete each of these dialogues using active listening?

Example 1 (Parent's active listening response is written in)

Child: Jimmy took my truck away.
Parent: You sure feel bad about that--You don't like it when he does that.
Child: That's right.

Example 2

Helen: You look down, Sarah.
Sarah: Yeh. The kids have been driving me crazy over this birthday party for Jill. I want to give her one, but we just can't afford to buy all those fancy decorations and presents. I want Jill to have fun, but.....
Helen: (Respond to Sarah.)

Example 3

Larry: I sure had a tough day.
Mary: Oh yeh?
Larry: My boss wants that project done tomorrow, and there's no way I'm going to finish it on time!
Mary: (Respond to Larry.)

2. Gentle Confrontation. Gentle confrontation means facing others with reality. Gentle confrontation is a technique to use when the other person is stalling, delaying, or can't make up his/her mind. Gentle confrontation is gentle, more than it is confrontive.

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EXAMPLES OF GENTLE CONFRONTATION:

How would you complete each of these dialogues using gentle confrontation?

Example 1:

Bill can't decide which sweater to buy--a turtleneck or a round neck. You only have ten more minutes until you have to go home.

Example 2:

Mom: Did you finish waxing the car, Dave?
Dave: Yeh.
Mom: (not fully believing that the job is done.)

3. Fogging

Fogging is a technique for dealing with criticism, whether it's real or imagined. What usually happens is that the person being criticized becomes defensive and denies the criticism.

Fogging involves:

a. not denying any criticism
b. not getting defensive
c. not counterattacking with your own criticism.

Fogging is based on:

a. agreeing with any possible truths in the critiques
b. making nonsense statements such as "You may be right," "You have a point there," "I could be better, couldn't I?"

What is the purpose of fogging:

1. It forces the listener to hear what the critic says.

Critic: You sound like...
Fogger: You're right, I do sound like...

Critic: I think that you....
Fogger: I can see that you do think that...
or
Fogger: I can understand why you would think that...

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2. It forces the listener to think in terms of probabilities. There may be some grain of truth in what is said for nothing is 100%.

   What FOGGING does is enable the listener to look at his/her own personal qualities, the one he/she has doubts abut, without feeling insecure. The listener can then say "So what? I can still cope quite well enough with what I have and be effective and happy."

   Manuel J. Smith, When I say No I Feel Guilty. New York: Bantam Books, 1975, pp.104-115.

EXAMPLES OF FOGGING:

How would you complete each of these dialogues using fogging?

Example 1:

You probably don't even remember the promise you made to me.

Example 2:

I didn't know it was possible for anyone to look as dirty as that.

Example 3:

I don't see how anyone could have overlooked that reference. You must not be able to read!

3. Homework Practice using one of the techniques during the coming week.

Session VII

Negotiating Skills

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NEGOTIATING SKILLS

Objectives:

1. Participants will review negotiating skills from session 2.
2. Participants will be able to define and give an example of agreeing to disagree.
3. Participants will be able to identify steps necessary in negotiation.

Activities:

1. Review of negotiation skills.
2. Film "Marriage: What Kind for You." (25 mins.)

   or

   Film "Walls and Windows" (13 minutes)
3. Transparency and examples of Agreeing to Disagree.
4. The role of anger in conflicts.
5. Homework assignment.

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1. Review of Negotiation Skills

List as many skills as you can from "How to Change Mismatched Scripts."

1. _____
2. _____
3. _____
4. _____
5. _____

2. Film Discussion Questions

Keep the following questions in mind as you view this film:

1. Can you identify some mismatching scripts in any of the scenes? What are they?
2. What are some unmet needs shown?
3. What communication roadblocks have you seen?
4. Use one example of a conflict in the film. Remanage the conflict using one of the management skills you have learned in the course.

3. Agreeing to Disagree

"Agreeing to Disagree" is a specific negotiation skill to use when regular skills don't work (a last resort). It may be used for either intimate relationships or more casual ones.

It may be used for really "tough" conflicts when none of the "regular" conflict management skills have worked. Examples of "agreeing to disagree" conflicts may be politics, religion, or in-laws!

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AGREEING TO DISAGREE SHOULD BE USED:

1. When previous negotiations have failed.

2. When a conflict keeps recurring.

3. When each person has a definite viewpoint that won't be easily changed.

HOW TO AGREE TO DISAGREE

1. Try all of the conflict management skills you know. Try to analyze the reason for the conflict (mismatched scripts, unmet needs, communication roadblocks.)

2. Discuss with your partner their view of the conflict.

3. Set terms of your agreement to disagree

   a. Will you discuss it? When? With whom?

   b. Can you hold separate opinions and not be angry for your partner's views?

   c. Go your separate ways, allow freedom and understanding even if you disagree.

4. What situations are appropriate for agreeing to disagree?

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4. The Role of Anger in Conflicts

Anger is usually a SECONDARY feeling. For example, if someone cuts in front of your car on the freeway how do you usually respond?

You responded in those ways, but what was your PRIMARY feeling when that driver cut in front of you?

(These will usually involve FEAR.)

So although we were AFRAID, we often communicate only our SECONDARY feeling of ANGER, and not our primary feelings.

Another example of anger as a secondary feeling may be if our 16 year old daughter was 25 minutes late coming home from a date. What might your PRIMARY feeling be as her parent? What feeling do you usually communicate to her?

What reaction might she have if we communicate our PRIMARY feeling?

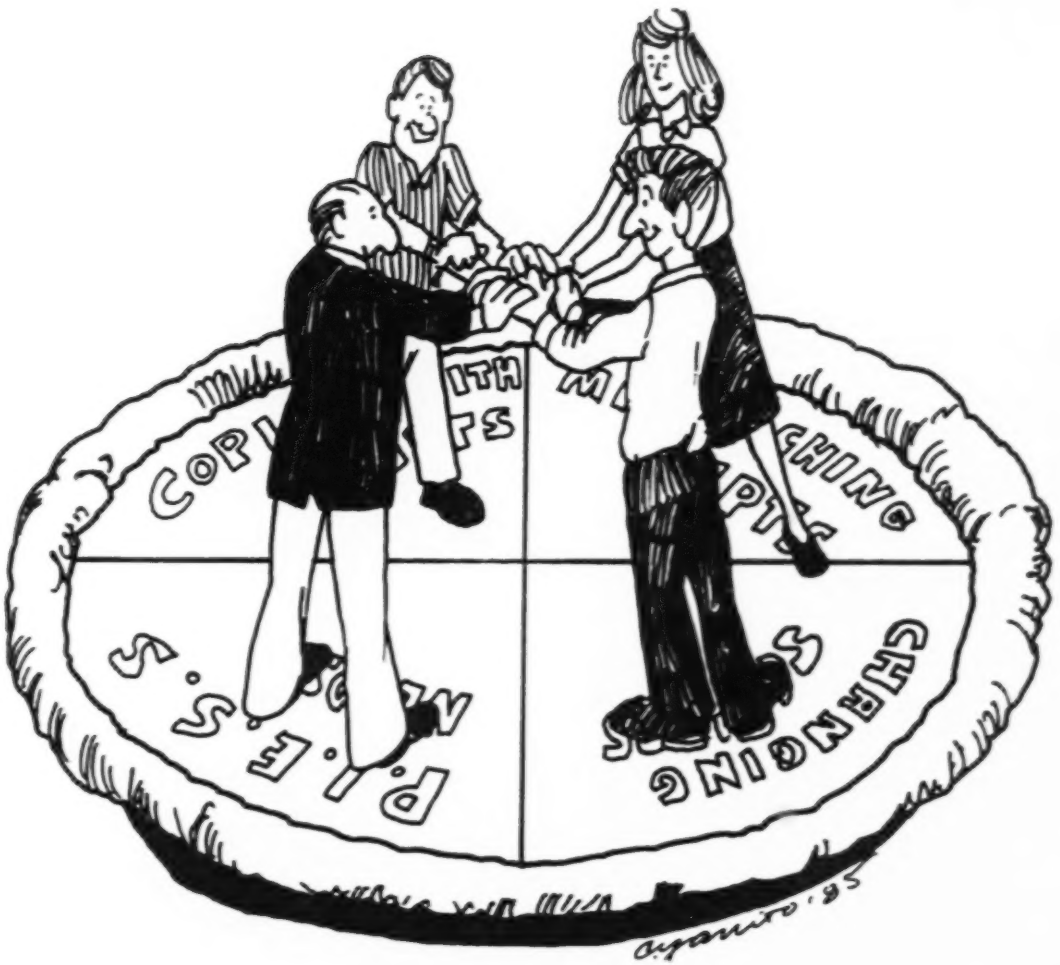
Can anyone name another example of a situation where anger was the SECONDARY feeling?

One conflict management skill is to communicate PRIMARY feelings when possible, using "I" messages. Sometimes, the anger or frustration (or other secondary feeling) may also need to be communicated in an "I" message if communicating a PRIMARY feeling doesn't help.

5. Homework assignment

When a conflict situation arises, try communicating your primary feelings. Evaluate the outcome.

Session VIII



Putting it All Together

Coping With Conflicts
Participant's Workbook
Session VIII - Putting It All Together - 41

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Objectives:

1. Participants will be able to review all previously presented skills on managing conflicts.

2. Participants will be able to ask any questions.

Activities:

1. Pilot Skills

2. Conflict Skills Quiz

3. Film "Five Problems in Communication" (5 mins.) Animated cartoon shows common problem areas (too much noise, not coming to point, not speaking clearly, not listening, not paying attention).

4. Teleconference for answering any questions.

1. Pilot Skills:

If you were an airplane pilot who suddenly had an engine stop on your twin-engine plane, you'd be faced with some decisions.

a. You might shut off engine #2 and hope for the best, or

b. You could use your creativity to maneuver as best you could with one engine.

Coping with conflicts can be a similar decision. You can either:

a. Add to the conflict by disagreeing, getting defensive, etc., or
b. Resolve the conflict

When a conflict arises, ask yourself the following questions:

a. Are there mismatching scripts here? What makes you think this might be the source of the conflict?

b. Are there unmet needs? Why do you believe this might be causing the conflict?

c. Have you or the other person set up roadblocks to communication?

d. Which technique is most appropriate to cope with the conflict?

The following quiz is meant to help you recall some of the ideas presented in "Coping With Conflicts."

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2. Conflict Skills Quiz

The following "quiz" is designed to see how many of the conflict management skills you remember. It will be used to revise the program and to develop different teaching strategies.

a. Mismatching scripts

b. Core symbols

c. List five negotiation skills

1.
2.
3.
4.
5.

d. What are PIESS needs?

1. P
2. I
3. E
4. S
5. S

e. Define "I Message"

f. Define an "exchange"

g. List three "roadblocks."

h. Active listening is

i. When is gentle confrontation most useful?

j. Fogging involves

k. I would use "agreeing to disagree" when

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3. Film

4. Teleconference Hookup

Now is the time to ask any "burning questions" of the Specialist.

Recommended Reading:

Bach, George R. and Peter Wyden. The Intimate Enemy. NY: Avon Books, 1968.

Berne, Eric. Games People Play. NY: Grove Press, 1964.

Fisher, R. & Ury, W. Getting to Yes: Negotiating Agreement Without Giving In. Boston: Houghton Mifflin Co., 1981.

Gordon, Thomas. Parent Effectiveness Training. New York: Peter H. Wyden, Inc., 1970.

Miller, Sherod, Elam Nunnally, Daniel Wackman. Alive and Aware. Minneapolis: Interpersonal Communications Programs, Inc. 1975

Shostrom, Everett L. Man the Manipulator. NY: Bantom Books, 1968.

Smith, Manuel. When I Say No I Feel Guilty. NY: Avon Books, 1968.

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USU EXTENSION PROGRAM EVALUATION

Please help us evaluate the quality of these workshop materials. Answer the following questions about the written materials.

Workshop
Leader _____ Date _____ Location _____

Workshop Topic _____

	Very much			Somewhat			Not at all
Stimulated my interest in this area.	7	6	5	4	3	2	1
I learned new ideas.	7	6	5	4	3	2	1
I will try these activities in my own family.	7	6	5	4	3	2	1
Materials organized poorly.	7	6	5	4	3	2	1
Ideas clearly presented.	7	6	5	4	3	2	1
I feel competent to lead a workshop in this area.	7	6	5	4	3	2	1

How will I use this information? _____

_____

_____

Comments _____

_____

_____

We would like to contact you in a few months to see if and how you have used these ideas. Please write your name and address on a sheet of paper and mail it with this form to:

Dr. Jeanie Edmondson
UMC 29
Utah State University
Logan, Utah 84322

Thank you!

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